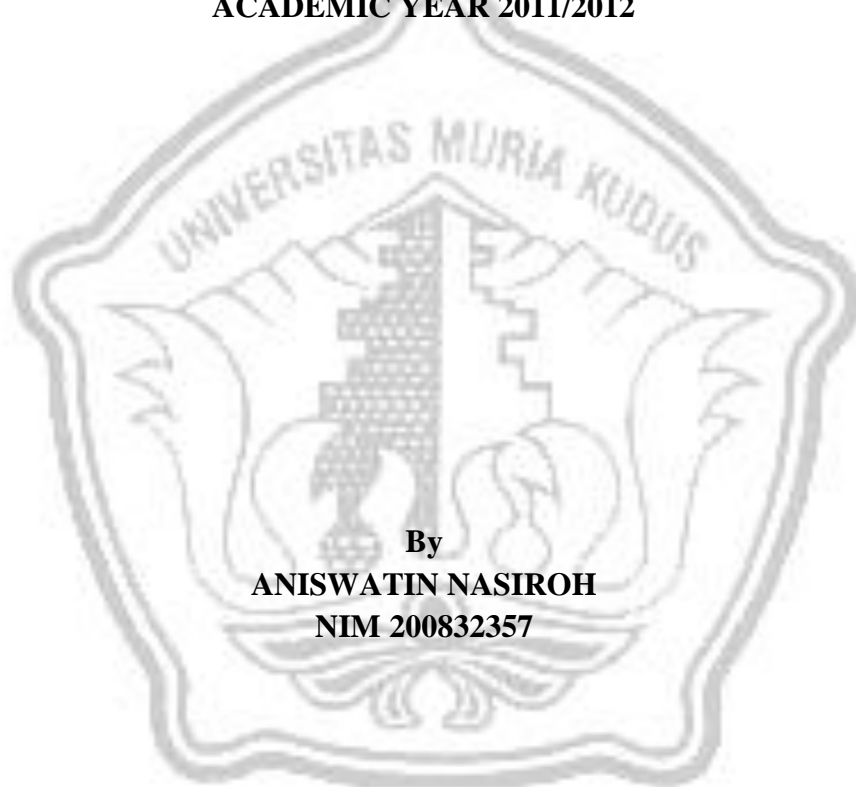




**THE IMPLEMENTATION OF THREE STEP INTERVIEW STRATEGY  
IN TEACHING SPEAKING TO THE TENTH GRADE IMMERSION  
CLASS STUDENTS OF MA HASYIM ASY'ARI BANGSRI JEPARA IN  
ACADEMIC YEAR 2011/2012**



**By  
ANISWATIN NASIROH  
NIM 200832357**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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**Presented to the University of Muria Kudus**  
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**Program in English Education**

**By**  
**ANISWATIN NASIROH**  
**NIM 200832357**

**ENGLISH EDUCATION DEPARTMENT**  
**TEACHER TRAINING AND EDUCATION FACULTY**  
**MURIA KUDUS UNIVERSITY**  
**2012**

## ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Aniswatin Nasiroh has been approved by the advisors for further approval by the Examining Committee.

Kudus, 16 July, 2012

Advisor I

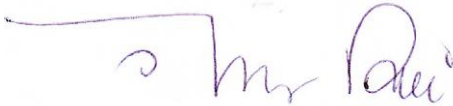


Nuraeningsih, S.Pd, M.Pd

NIS. 0610701000001201

Kudus, 16 July, 2012

Advisor II



Drs. Supriyadi, M.Pd.

NIP 19570616 198403 015

Acknowledged by

The Faculty of Teacher Training and Education



Drs. Susilo Rahardjo, M.Pd.


NIP 19560619 198503 1 002

## EXAMINERS' APPROVAL

This is to certify that the skripsi of Aniswatin Nasiroh (NIM 200832357) has been approved by the Examining Committee as a requirement for the Sarjana Degree in the English Education Department.

Kudus, 30 July 2012

Examining Committee:

  
**Nuraeningsih, S.Pd, M.Pd**  
NIS. 0610701000001201

Chairman

  
**Drs. Supriyadi, M. Pd**  
NIP 19570616198403015

Member

  
**Agung Dwi Nurcahyo, SS, M. Pd**  
NIS. 0610701000001187



Member

  
**Dr. H. A. Hilal Madjidi, M.Pd**  
NIS. 0610713020001020

Member

Acknowledged by  
The Faculty of Teacher Training and Education

Dean,

  
  
**Drs. Susilo Raharjo, M. Pd**  
NIP. 195606 9-198503-1-002

## **MOTTO AND DEDICATION**

### **MOTTO**

- A man without ambition is like a bird without wings.
- A good tongue seldom needs to beg attention.
- A good anvil does not fear the hammer.



### **DEDICATION**

This skripsi is dedicated to:

- Her beloved mother and father who always give support and huge love
- Her beloved brother with all his helps
- Her beloved soulmate who always gives attention and support
- Her beautiful best friends who always gives motivation, helps and cares her in all situations
- All teachers of life
- Everyone who knows and cares of her

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This skripsi is not merely her own work because of having been greatly improved by some great people who suggested and guided the writer by giving some comment and notes to make it better. Therefore, she would like to express her deep gratitude to:

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Finally, there is no the greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, I will happily welcome any constructive criticism and suggestion. Hopefully, the skripsi would give contribution for teachers and students.



Kudus, 20 June 2012

Aniswatin Nasiroh



## ABSTRACT

Nasiroh, Aniswatin. 2012. *The Implementation of Three Step Interview Strategy in Teaching Speaking to the Tenth Grade Immersion Class Students of MA Hasyim Asy'ari Bangsri Jepara in Academic Year 2011/2012*. Skripsi: English Education Department Teacher Training and Education Faculty. Advisor: (1) Nuraeningsih, S.Pd, M.Pd. (2) Drs. Suprihadi, M.Pd.

**Key word:** Teaching English, Speaking skill, Three Step Interview Strategy.

English as a compulsory language of every area of life relates all the information in the world as known as international language. Besides, Studying English is very important because it is carried out in education, it is taught from kindergarten to senior high school, In most universities and high education institutions and it's also become a compulsory subject. It seems that English has been considered important in all levels of education level. Generally, teaching and learning English in all level of education is priority on the four skills; listening, speaking, reading and writing. One of the four skills above which plays a significant role in mastering English is speaking. As a skill, speaking is the most skill used by students in communication or people from different countries in communicate each other rather than the three other skills. From the statement, it can be concluded that most language learners study English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the measurement of language mastery.

This study is aimed to know wether there is or not a significant difference of the students' speaking ability of the tenth grade immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before and after being taught by using Three Step Interview Strategy. The writer tries to conduct a technique of teaching to improve students' ability in speaking by using Three Step Interview Strategy because it is one of communicative teaching techniques which gives more opportunities to the students to express their idea using oral language in the target language. Three Step Interview is one of cooperative teaching technique which applying the small group in the process.

In this research, the researcher conducts an experimental research. The objective of the research is to find out whether or not there is a significant difference between the speaking ability of 10<sup>th</sup> grade immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before and after taught by using Three Step Interview Strategy. The researcher uses One Group Pre Test Post Test Design. The population of this research is the students of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012. The students of the tenth grade Immersion class, consist of 30 students, so the researcher take it all as the sample. The technique sampling which is used by the researcher is population technique sampling. The data for this research are taken from the speaking pre test before being taught by using Three Step Interview Strategy and post test result after being taught by

using Three Step Interview Strategy. To calculate and process the data, the researcher uses t-test for dependent sample.

The research finding of this research shows the result as follows: The mean of pre test is 59.8 (sufficient) and mean in post test is 84.4 (good). Thus, the researcher concludes that the use of Three Step Interview Strategy for the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 can improve the students' speaking ability because of the post test mean higher than pre test mean. The students who are taught after using Three Step Interview Strategy get better score than before taught by using Three Step Interview Strategy. It is also shows in the level of significance 0.05 or 5% and degree of freedom (df) 29, there is a significant difference between the speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before and after being taught by using Three Step Interview Strategy. It can be taken from the data that the t observation ( $t_0$ ) was 5.06 and the t test ( $t_t$ ) is 2.05, the result is  $t_0 > t_t$  (t observation was higher than t table).

Based on the result of the research above, the researcher suggest an English teacher to use Three Step Interview Strategy, because it can be used as one of alternative teaching techniques to teach speaking, because it was improve the speaking ability of the tenth grade immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012.

## ABSTRAKSI

Nasiroh, Aniswatin. 2012. *Penerapan Three Step Interview Strategy dalam mengajar berbicara pada siswa kelas sepuluh imersi, MA Hasyim Asy'ari Bangsri Jepara tahun pelajaran 2011/2012*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Nuraeningsih, S.Pd, M.Pd. (2) Drs. Suprihadi, M.Pd.

**Kata kunci:** Mengajar bahasa Inggris, Kemampuan berbicara, Three Step Interview Strategy.

Bahasa Inggris sebagai bahasa wajib dalam segala bidang menghubungkan berbagai informasi di dunia yang juga dikenal sebagai bahasa Internasional. Disamping itu, Mempelajari bahasa inggris penting karena menjadi salah satu pelajaran wajib disekolah, mulai dari tingkat kanak-kanak sampai tingkat sekolah menengah atas, di beberapa universitas dan juga perguruan tinggi. Kemampuan berbicara ini sangat disadari menjadi hal yang penting untuk dikuasai dalam semua jenjang pendidikan. Pada umumnya, dalam proses mengajar dan belajar bahasa inggris diutamakan untuk mengetahui empat macam keahlian yaitu; mendengar, berbicara, membaca dan menulis. Salah satu keahlian yang paling berpengaruh terhadap kemampuan berbahasa adalah kemampuan *speaking*. Sebagai sebuah keahlian, *speaking* adalah keahlian yang paling sering digunakan oleh siswa dalam berinteraksi atau digunakan kebanyakan orang dari berbagai negara yang berbeda untuk berinteraksi satu sama lain, dari pada ketiga keahlian yang lain. Dari pernyataan tersebut, dapat disimpulkan bahwa banyak pelajar bahasa dalam belajar bahasa inggris adalah untuk meningkatkan kemampuan *speaking*. Disamping itu banyak pelajar bahasa menyadari bahwa kemampuan *speaking* dianggap sebagai tolak ukur dalam kemampuan berbahasa.

Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya perbedaan yang signifikan terhadap kemampuan *speaking* pada siswa kelas X imersi MA Hasyim Asy'ari Bangsri Jepara tahun ajaran 2011/2012. Maka dari itu, penulis mencoba untuk menerapkan teknik pembelajaran untuk meningkatkan *speaking* siswa dengan menggunakan *Three Step Interview Strategy*, karena teknik ini merupakan salah satu teknik mengajar komunikatif yang banyak memberikan kesempatan kepada siswa untuk lebih dapat mengutarakan gagasan, ide serta perasaan mereka dengan berbicara secara langsung menggunakan bahasa inggris. *Three Step Interview Strategy* adalah salah satu teknik pembelajaran kooperatif yang menerapkan sistem diskusi kecil dalam penerapannya.

Dalam peneltian ini, peneliti menggunakan *Experimental Research Design* sebagai metode penelitian yang terdiri dari desain *One Group Pre Test Post Test*. Populasi dari penelitian ini adalah semua siswa kelas X imersi MA Hasyim Asy'ari Bangsri Jepara tahun ajaran 2011/2012 yang terdiri dari 30 siswa. Dan peneliti mengambil semua murid dari kelas X imersi sebagai sample. Sampling teknik yang digunakan oleh peneliti adalah teknik sample populasi. Data dalam

penelitian ini diperoleh dari nilai pre-test dan post test, yaitu sebelum dan sesudah diajar menggunakan *Three Step Interview Strategy*. Untuk menghitung dan memproses data, peneliti menggunakan *t-test dependent sample*.

Data temuan dalam penelitian ini digambarkan seperti berikut ini: Jumlah mean dalam pre tes sebesar 59.8 masuk dalam kategori cukup, dan mean dalam post test sebesar 84.4 masuk dalam kategori baik. Oleh karena itu, Peneliti menyimpulkan bahwa penggunaan *Three Step Interview Strategy* pada siswa kelas X imersi dari MA Hasyim Asy'ari Bangsri Jepara tahun ajaran 2011/2012 dapat meningkatkan kemampuan *Speaking* karena hasil post tes lebih tinggi dari hasil pre tes. Siswa yang telah diajar dengan *Three Step Interview Strategy* mendapatkan nilai yang lebih baik dari pada sebelum diajar dengan *Three Step Interview Strategy*. Selain itu dapat dilihat juga pada level perbedaan 0.05 atau 5% dan derajat kebebasan (df) 29, terlihat adanya perbedaan signifikan antara kemampuan *Speaking* siswa kelas X imersi dari MA Hasyim Asy'ari Bangsri Jepara tahun ajaran 2011/2012 sebelum dan sesudah diajar menggunakan *Three Step Interview Strategy*. Hal ini disebabkan atas dasar fakta bahwa  $t$  penelitian ( $t_0$ ) adalah 5.06 dan  $t$  test ( $t_t$ ) adalah 2.05, hasil menunjukkan bahwa  $t_0 > t_t$  (jumlah  $t$  penelitian lebih besar dari pada  $t$  table).

Berdasarkan hasil penelitian diatas, peneliti menyarankan kepada para guru bahasa inggris untuk dapat mengaplikasikan *Three Step Interview Strategy*, karena teknik ini dapat digunakan sebagai salah satu alternatif teknik mengajar *speaking*. Karena teknik ini bisa meningkatkan kemampuan *speaking* siswa kelas X imersi dari MA Hasyim Asy'ari Bangsri Jepara tahun ajaran 2011/2012.

## TABLE OF CONTENT

	Page
<b>COVER .....</b>	i
<b>LOGO.....</b>	ii
<b>PAGE OF TITLE.....</b>	iii
<b>PAGE APPROVAL .....</b>	iv
<b>EXAMINERS' APPROVAL .....</b>	v
<b>MOTTO AND DEDICATION .....</b>	vi
<b>ACKNOWLEDGEMENT .....</b>	vii
<b>ABSTRACT .....</b>	ix
<b>ABSTRAKSI.....</b>	xi
<b>TABLE OF CONTENT .....</b>	xiii
<b>LIST OF TABLE .....</b>	xvi
<b>LIST OF CHARTS .....</b>	xvii
<b>LIST OF FIGURES .....</b>	xviii
<b>LIST OF APPENDICES.....</b>	xix

### **CHAPTER I INTRODUCTION**

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Objective of the Research.....	6
1.4 Significance of the Research.....	6
1.5 Scope of the Research.....	7
1.6 Operational Definition.....	7

### **CHAPTER II REVIEW TO RELATED LITERATURE AND**

#### **HYPOTHESIS**

2.1 Speaking.....	10
2.1.1 Definition of Speaking.....	11
2.1.2 Technique to Teach Speaking.....	13
2.2 Three Step Interview Strategy .....	15

2.2.1 Definition of Three Step Interview Strategy .....	15
2.2.2 Three Step Interview Strategy as a Technique in Teaching Speaking .....	17
2.2.2 The Advantages of Three Step Interview Strategy .....	18
2.3 Teaching English in MA Hasyim Asy'ari Bangsri Jepara .....	19
2.3.1 Curriculum of Teaching English in MA Hasyim Asy'ari Bangsri Jepara.....	20
2.3.2 Material of Teaching English in MA Hasyim Asy'ari Bangsri Jepara.....	22
2.3.3 Teaching Speaking in MA Hasyim Asy'ari Bangsri Jepara .....	24
2.3.4 Teaching Speaking by Using Three Step Interview Strategy .....	25
2.4 Previous Research .....	26
2.5 Theoretical Framework.....	28
2.6 Hypothesis of the Research .....	29
 <b>CHAPTER III METHOD OF THE RESEARCH</b>	
3.1 Design of the Research.....	30
3.2 Population and Sample.....	32
3.3 Instrument of the Research.....	33
3.4 Data Collection.....	37
3.5 Data Analysis.....	38

## **CHAPTER IV FINDING OF THE RESEARCH**

4.1	The Speaking Ability of the Tenth Grade Immersion Class Students of MA Hasyim Asy'ari Bangsri Jepara in Academic Year 2011/2012 Before being Taught by Using Three Step Interview Strategy .....	42
4.2	The Speaking Ability of the Tenth Grade Immersion Class Students of MA Hasyim Asy'ari Bangsri Jepara in Academic Year 2011/2012 After being Taught by Using Three Step Interview Strategy.....	45
4.3	Hypothesis Testing .....	47

## **CHAPTER V DISCUSSION**

5.1	Discussion .....	49
-----	------------------	----

## **CHAPTER VI CONCLUSION AND SUGGESTION**

6.1	Conclusion.....	53
6.2	Suggestion.....	54

<b>BIBLIOGRAPHY</b> .....	55
---------------------------	----

<b>APPENDICES</b> .....	57
-------------------------	----

<b>CURRICULUM VITAE</b> .....	125
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## LIST OF TABLES

Table	Page
Table 3.1 The Assessment criteria of the speaking ability.....	34
Table 3.2 catagorized score criteria of speaking ability.....	36
Table 4.1 The scores of the speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before being taught by using Three Step Interview Strategy.....	42
Table 4.2 Frequency distribution of the speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before being taught by using Three Step Interview Strategy.....	42
Table 4.3 The scores of the speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 after being taught by using Three Step Interview Strategy.....	45
Table 4.4 Frequency distribution of the speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 after being taught by using Three Step Interview Strategy.....	46
Table 4.5. The summary of t-test result of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before and after being taught by using Three Step Interview Strategy .....	47



## LIST OF CHARTS

Chart	Page
Graph 1 The Bar Chart of Speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before being taught by using Three Step Interview Strategy.....	44
Graph 2 The Bar Chart of Speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 after being taught by using Three Step Interview Strategy .....	46



## LIST OF FIGURE

Figure	Page
Figure 3.1 Design of One-Group Pretest-Post test Experiment .....	31



## LIST OF APPENDICES

Appendix	Page
1. Lesson plan in teaching speaking to the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 .....	57
2. Syllabus of even semester MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 .....	83
3. The student's name of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 .....	106
4. The researchers' schedule of doing the research to the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara.....	107
5. Pre test of the implementation of three step interview strategy in teaching speaking to the tenth grade immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012.....	108
6. The pre test score of the speaking ability of the tenth grade immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before being taught by using three step interview strategy .....	109
7. The calculation of the speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before being taught by using Three Step Interview Strategy (pre test) .....	110
8. Post test of the implementation of three step interview strategy in teaching speaking to the tenth grade immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 .....	113
9. The post test score of the speaking ability of the tenth grade immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before being taught by using three step interview strategy .....	114
10. The calculation of the speaking ability of the tenth grade Immersion class students of MA Hasyim Asy'ari Bangsri Jepara in academic year 2011/2012 before being taught by using Three Step Interview Strategy (post test) .....	115
11. T table.....	120

12. Statement .....	121
13. Pernyataan .....	122
14. Keterangan selesai bimbingan .....	123
15. Permohonan ujian skripsi .....	124

